

## Directions For Improving Teaching Methods

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### Annotation.

At present, one of the urgent tasks is to ensure that the educational process is organized on the basis of person-centered learning technologies. Today, the teacher must not only teach knowledge and develop practical skills, but also teach students to acquire knowledge, research and make decisions independently.

In order to effectively achieve the learning objectives and solve the learning problem, it is important to activate students' knowledge in the context of theoretical issues related to the problem situation and the process of solving the problem situation without knowing them. That is, the student should be as close and prepared as possible to the problem solution. Problem-based learning is one of the most advanced pedagogical technologies that has a positive effect on the educational process today.

**Keywords:** education, teaching technologies, teacher, knowledge, practical skills, students, research, process, method, science.

### 1. INTRODUCTION

The quality of education is a set of specific features of the educational process, one of the urgent tasks is to increase its effectiveness on the basis of ensuring compliance with the future needs of man, society and the state. Today, in the process of radical modernization of the education system in our country, foreign and domestic experience is being studied to achieve and further improve its level.

Quality of education is a process in which the quality functions of the components of the entire education system have a complex developmental force (dynamics), which is explained by changes in the social, economic, technological and political environment in the activities of educational institutions.

In order to organize activity-oriented reading and learning, of course, learning objectives must be expressed at different levels of thinking. It means that a person is able and willing to move skillfully and responsibly in professional situations and

to continue to constantly improve his or her ability to move.

### Literature analysis and methodology

Taking into account the process of modernization of the education system, a number of Uzbek scientists, including U. Begimkulov, O. Musurmonova, MS Mustafaeva, BR Adizov, R.Sh. Researchers such as Akhliddinov, Yu.N.Abdullaev, M.Kh.Mahmudov, R.Ishmuhammedov, L.V.Golish in their scientific researches creatively organize education, scientifically and practically substantiating the problems, methods and means of improving the quality of education. , conducted research on improving general secondary education, democratizing education, and other features.

The following scholars have thought so about the improvement and development of education. M.N. Skatkin defines the principles of education as follows: scientific, all-round, interrelated with life, stratification, systematization,

interrelationship between educational disciplines.

In his research, MG Ogorodnikov distinguishes scientific, ideological, historical, systematic, unity of theory and practice, the relationship of education with life as the main principles.

## 2. METHODOLOGY

At present, one of the urgent tasks is to ensure that the educational process is organized on the basis of person-centered learning technologies. Today, the teacher must not only teach knowledge and develop practical skills, but also teach students to acquire knowledge, research and make decisions independently.

Person-centered learning technologies require a different approach to the learning process. The teacher has to change his attitude towards the student and science.

The theoretical foundations of person-centered education include:

- a) determining the role of the learner in the learning process and personal development;
- b) normative requirements for professional development of the student. These principles are reflected in the State Education Standards and their requirements;
- c) the creative ability and skill of the teacher is of great importance in the organization of the educational process.

The learning process requires the use of person-centered learning technologies.

Person-centered education is based on the following principles:

- a) the position of the individual is recognized, the student actively participates and self-assesses as a disseminator of subjective experience;
- b) the subjective experience of each student is taken into account in the educational process;
- c) the development of the student as a person is not only satisfied with his normative activity, but also constantly

expands the source of development of his abilities by gaining experience.

The implementation of person-centered education must meet the following conditions and requirements:

- Development of all subjects in the educational process, creating conditions for students, masters, teachers, management staff;
- to pay attention to and develop the necessary professional qualities of the person in the process of education;
- introduction of modern pedagogical and psychological technologies of personal development in the educational process;
- protection of educational subjects, creation of conditions for students to win;
- providing educational and methodological assistance for the professional development of educational subjects, the organization of continuous and rapid diagnosis;
- Development of differentiated education, as it plays a major role in student self-determination and development and is widely implemented;
- Creation of large-scale conditions, organization of multi-practical workshops, experimental rooms, training rooms;
- Identify the main characteristics of the person, as well as the professional qualities of the future specialist.

The content of person-centered education. Traditional activities in the current educational context cannot fully ensure the full development of the individual. Curricula and programs become more complex as they become more difficult to focus on. It is necessary to make changes in the educational process and to organize different specialties in one profession.

It is possible to make modified changes to the structure of the curriculum documentation. The autonomy of each block must be taken into account when designing this structure. It should be borne in mind that the blocks can be modified and replaced at any time. Students should be given the opportunity to choose what

they want from the didactic curriculum blocks as they independently draft the content of the education they are receiving. In developing these projects, they use training regulations and common production technologies. The main focus is on independent and cooperative readings. In the technology of person-centered educational content, teaching and didactic materials provide for the revision of student self-monitoring.

The content of person-centered education should not be satisfied with information-questionnaires, but should include problematic texts, contradictory information, and ambiguous situations. Of course, the curriculum should also have different recommendations, meaningful tables, instructions that will help you work independently. Learning materials cover students' subjective experiences and the changes that occur in them.

Technology helps the student to choose the content of the study material. There is an opportunity to choose the technology and methods of education. Such mastery of education is a departure from traditional teaching, and good results are observed in teaching. Extended such readings should be explicit.

In order to effectively achieve the learning objectives and solve the learning problem, it is important to activate students' knowledge in the context of theoretical issues related to the problem situation and the process of solving the problem situation without knowing them. That is, the student should be as close and prepared as possible to the problem solution.

Problem-based learning is one of the most advanced pedagogical technologies that has a positive effect on the educational process today.

Problem-based learning is one of the most effective methods of teaching, which mainly demonstrates the logic of problem situations based on scientific knowledge. Problem situations are included, and the traditional narrative is the most optimal composition of the study material.

Problem-based learning is the teacher's activity to provide students with problem-based learning conditions by creating a pre-conceived system of a series of problem situations and to manage the process of solving them by students.

Problem-based learning is a special structure of creative learning activity in which learners master knowledge and problem-solving situations, problem-solving and problem-solving activities - making assumptions, substantiating and proving hypotheses.

*The goal of problem-based technology* is for learners to acquire knowledge, skills, and competencies, to master ways of working independently, and to develop their cognitive and creative abilities.

Problem-based methods are methods based on the creation of problem situations in science, the search for and solution of complex problems, analysis, the ability to see events and laws behind specific facts, which require students to activate their knowledge of special subjects.

Modern psychology and didactics are based on the fact that the initial moment of the thinking process is usually a problematic situation. It is only when a person needs to understand something that he begins to think.

In the process of problem-based learning, the teacher first creates a problem situation, asks questions, suggests problems, experimental tasks, organizes a discussion aimed at solving the problem situation, confirms the correctness of their conclusions. Students think about and make suggestions on how to solve a problem situation based on their previous knowledge and experience. Summarizing their previous knowledge, identifying the causes of events, explaining their origin, choosing the most reasonable option to solve the problem situation. This method not only increases students' curiosity, but also develops their thinking skills.

It is possible to talk about the use of problem-solving methods of teaching material, practical problem-solving work,

and even research.

Problem-based learning involves the use of problem-based presentation methods such as reasoning, proving, generalizing, analyzing evidence, following a student's point of view, and encouraging them to be more active.

In problem-based learning, the teacher develops questions and assignments that focus on specific learning objectives. It encourages students to move towards a specific goal when solving problem questions or completing assignments, and oversees the process. The student will remain an active participant in their education. The essence of problem-based learning is that students must solve the problem independently. This means that the system of teaching materials and assignments should be structured in such a way that they are mainly focused on independent thinking and learning.

The introduction of problem-based learning in the educational process will ensure the development of students' research activities and the achievement of the following four main goals:

1. Achieving full mastery of basic knowledge by students;
2. Development of theoretical thinking;
3. Formation of interest in the content of science;
4. Increased professional motivation of the future specialist.

The main task of the teacher is not to transfer information, but to teach students the objective contradictions in the development of scientific knowledge and ways to resolve them. In this way, students form a style of research-oriented thinking, stimulating their cognitive activity. In collaboration with the teacher, students discover new knowledge for themselves, acquire the theoretical foundations of science.

Depending on the level of student participation in the problem-solving process, the problem-based organization of education varies. The first level involves the teacher's activity in which he / she

fully explains the problem and explains the solution, as well as engages students to think together using counter-questions. The second level of problem-based learning allows the teacher to state and articulate the problem, then directs the students to independently search for ways to solve it.

The essence of the problem situation is to create a dialectical contradiction between new factors and events that are known to students and previous knowledge is not enough to understand and explain. This contradiction is the driving force behind the creative mastery of students' knowledge, which is consistently revealed in the process of solving a problematic task.

In the implementation of this method, the student seeks to solve the problem and performs a number of tasks:

- studies the problem situation;
- represents the problem;
- seeks a solution to the problem;
- solves the problem;
- Checking the solution of the problem, to draw conclusions, which allows the student to develop a successful solution of the problem, the formation of knowledge on the topic of study, the ability to creatively apply the theory in practice.

Having problem-solving skills allows students to succeed, not just in solving learning problems. Therefore, the main task of the teacher is to develop in students the ability to analyze the problem-based assignments in the educational process.

The issue of developing the abilities, minds and skills of students, deepening their scientific and practical knowledge is of great importance today. Solving this problem will help students grow in their abilities and consciously increase their interest and responsibility in their professions. Research on teaching technologies has shown that modular teaching technology gives good results in the formation of professional knowledge and skills in students. Another effective way to improve education is to teach

science on the basis of modular technology.

*Modular learning* is one of the most promising systems of teaching because it is best suited to the system of developing students' cognitive abilities and creative abilities. In modular teaching, through the full, abbreviated and stratification of curricula, it is possible to teach step by step, that is, it is possible to individualize teaching. Modular training has the following objectives:

- ensuring continuity of training;
- individualization of teaching;
- creating sufficient conditions for independent study of educational material;
- acceleration of training;
- Achieving effective mastery of science.

Modular teaching requires the reading of problem-based and instructive lectures that provide generalized information on key issues of science. Lectures should focus on developing students' creative abilities.

The module should be structured with practical and laboratory sessions, and supplemented with new material that explores the content of the lectures.

The following advantages were identified from the content of the modular system of training:

- Ensuring continuity of training in disciplines and modules;
- establishment of inter-module methodologically based compliance;
- Flexibility of the modular structure of science;
- stratification of students according to their abilities (after the first modules, the teacher may recommend individual students to individualize the subject);
- Accelerate teaching as a result of "squeezing" information, effective use of classroom hours and optimization of the schedule of study time, lectures, practical (experimental) classes, hours for individual and independent work.

As a result, the student will have sufficient knowledge and skills. Modular learning technology should be developed and

implemented in accordance with accepted principles of teaching.

The introduction of information and communication technologies in modern education requires the development of new forms of teaching. Another way to improve education is computer-assisted learning technology.

*Computerized learning technology* is computer-based learning. Computer technology in education is a type of new information technology. That is, on the basis of computer technology of teaching it is possible to accelerate the learning process and achieve maximum efficiency.

The introduction of computer-assisted learning technology will pave the way for distance learning. Computer-assisted learning technology is mainly implemented through e-learning resources. Computer-assisted learning should be tailored to the level of preparation and intellectual capacity of the learners.

In practice, all technologies that use special technical means of information (computer, audio, video, film) are called computer technologies. After the widespread use of computers, the term "new information technology" appeared. In general, any pedagogical technology is information technology, because the basis of the technological process of teaching is information (information) and its transmission. In our opinion, it is better to call computer-assisted learning - computer-assisted learning technology. Computer technology develops the idea of programmed learning. This technology is the process of preparing and transmitting information (information) to the learner through a computer.

In order to improve computer-based teaching and compare it with traditional forms of teaching, it is necessary to pay attention to the following principles:

- creation of additional electronic resources, data and libraries, development of special software for searching for information on the network;

- Improving the teaching and methodological work of teachers, cooperation with specialists in the field of Internet use, information technology and psychology;

- Regular updating of e-learning resources.

This requires the use of advanced pedagogical technologies and active methods in teaching. Criteria for assessing knowledge in computer-assisted learning technology is an important issue. As this technology is mainly focused on independent learning, it requires active and responsible participation of teachers in organizing the assessment process. Because the assessment process should take into account not only the results of tests, but also the activity of students and their ability to work independently. The curriculum of science should be adapted to computer technology.

There is an opportunity to use information and teaching technologies in computer training. The effective organization of the computer-based learning process ensures the achievement of learning objectives.

The educational functions of the computer include:

- source of educational information (teacher and partial or complete replacement of the book);
- Demonstration weapon (with a qualitatively new level of multimedia and telecommunications capabilities);
- gap of individual information;
- trainers;
- diagnostic and control tool.

The computer came out in the function of a working instrument with the following qualities:

- means of preparation of texts, their storage;
- text editor;
- graph builder, graphic editor;
- a computer with unlimited capabilities (with the creation of results in different formats);
- modeling tool.

Another way to improve teaching is to use

these pedagogical technologies.

Pedagogical technology has the following features:

1. Pedagogical technology is a factor in meeting the social need for improvement and optimization of the pedagogical process.
2. Pedagogical technology is a set of theoretical and practical knowledge of didactic and educational nature, as well as the effective, skillful organization of the educational process, as a methodological science.
3. Pedagogical technology is an integrated process that reflects the general nature of the educational process.
4. Pedagogical technology serves as a guide, that is, it serves for the development, upbringing, formation of the individual.
5. Pedagogical technology - has a personal character, there are no uniform, strict, normative (standard) requirements for the use of certain technologies in the educational process. Each educator has the opportunity to implement a specific technological approach, taking into account the characteristics of the educational environment in which he works, the existing internal and external conditions.
6. Pedagogical technology represents the unity of education, upbringing and personal development.

The main purpose of pedagogical technology is to improve the pedagogical process, which is the basis for the formation of a perfect personality, humanization, ensuring the independence of the student, the effective use of technical means in the teaching process.

### 3. CONCLUSION

Based on the above, it can be said that although a lot of research has been done on the organization and

improvement of the educational process in higher education, it is a problem of improving the psychological, pedagogical and didactic capabilities of creating and using modern teaching tools. Research of modern didactic means of teaching and pedagogical possibilities of education in the process of improvement of teaching methods; modeling, teaching, supervising pedagogical software tools should be used in education teachers.

Analyzing the above principles of the theory of improving education, its quality and characteristics are addressed at the regional, city and school levels in modern society, focusing on public needs, the interests of specific regions and educational needs. Therefore, improving the quality of education and its organization requires the introduction of new approaches that determine the ability of the education system to develop sustainably and consistently, to attract intellectual and material resources.

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